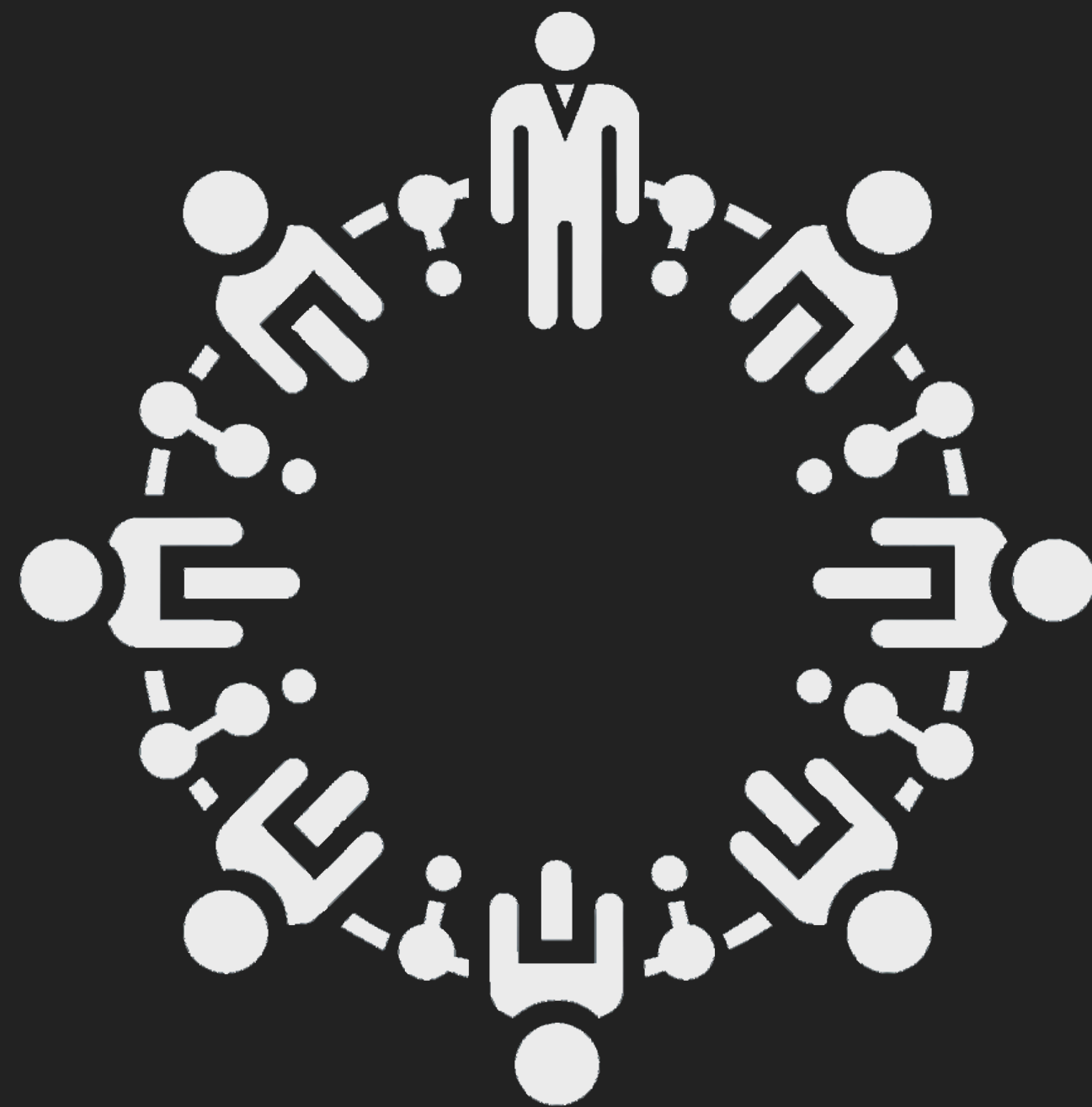


SPRING 2025 SOWK 487W
JACOB CAMPBELL, PH.D. LICSW
HERITAGE UNIVERSITY

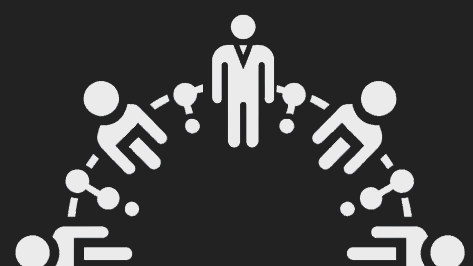
WEEK 08

FACILITATING SOCIAL WORK GROUPS



AGENDA

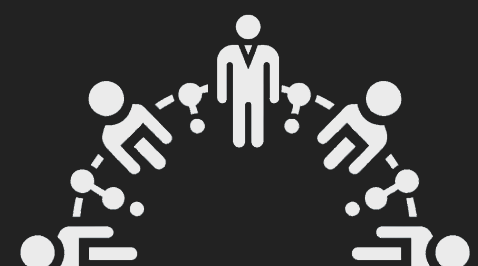
- ▶ Family treatment modality research presentations
- ▶ Group dynamics in social work facilitation
- ▶ Time to work on group facilitation activity
- ▶ Empowerment groups
- ▶ Ethics in group work
- ▶ Planning and implementing of social work groups



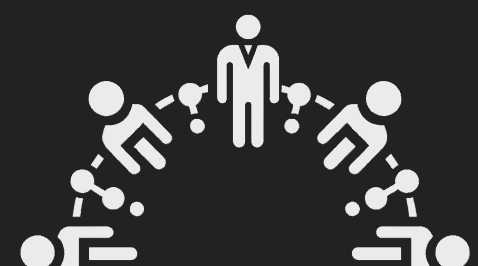


Readings, quizzes, and all assignments are uploaded on My Heritage

REMINDER



FAMILY TREATMENT MODALITY RESEARCH PRESENTATIONS



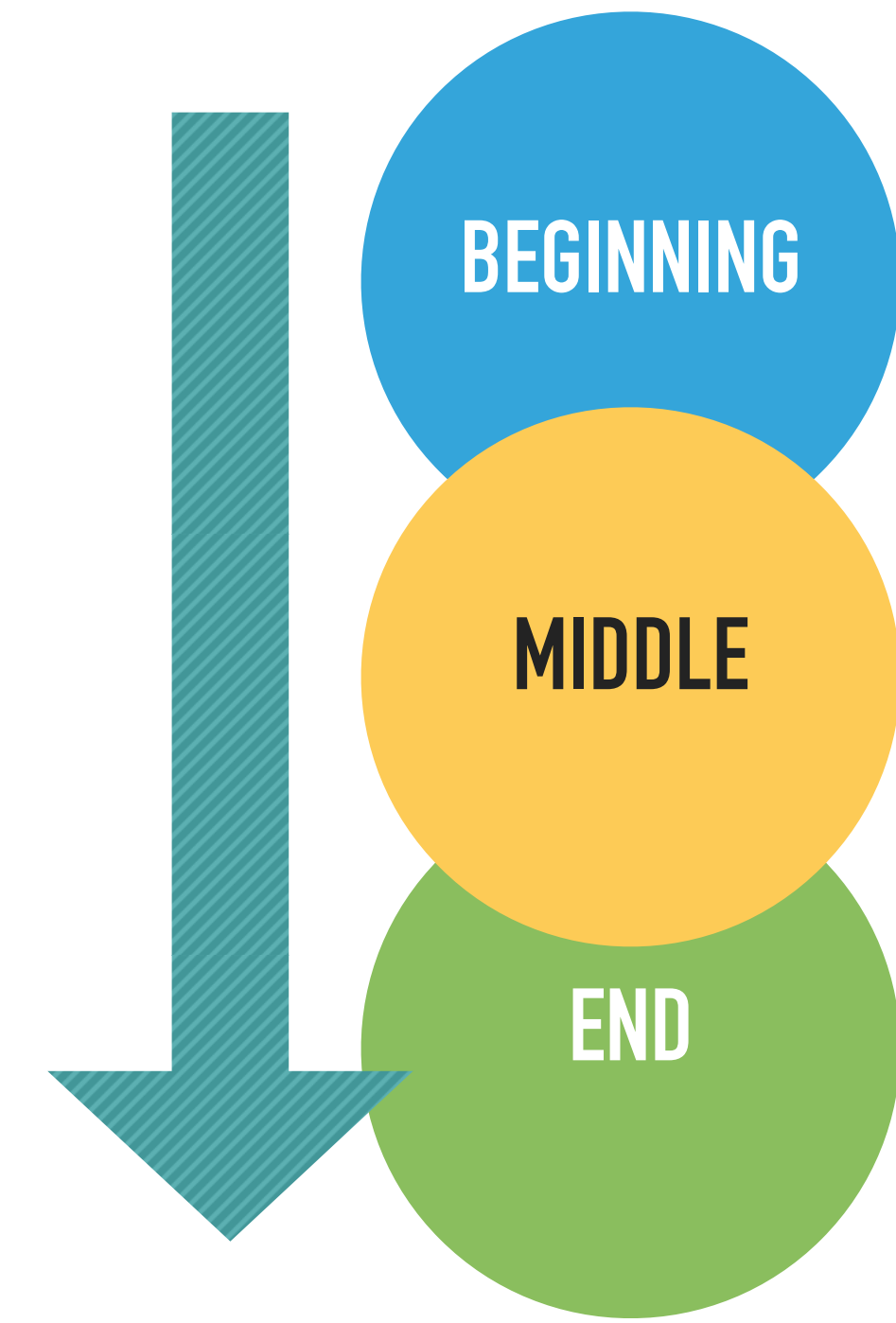
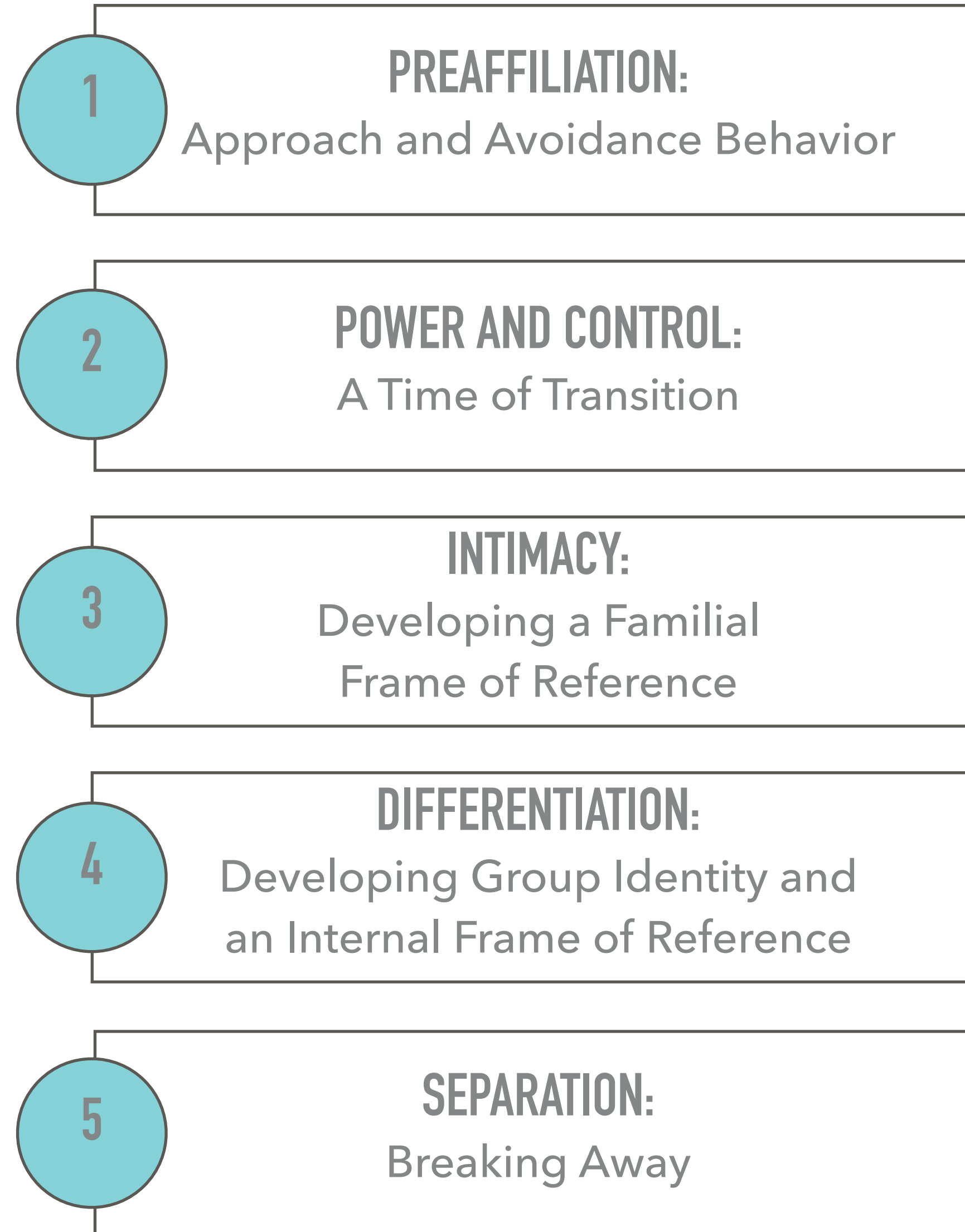
(Hepworth et al., 2022)



(Tuckman, 1965)



(Tuckman & Jenson, 1977)



GROUP DYNAMICS

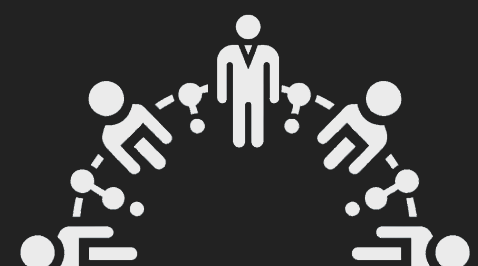
CONCEPTUAL FRAMEWORK



EXAMPLES OF DYNAMICS FROM GROUPS

- Preaffiliation
- Power and control
- Intimacy
- Differentiation
- Separation

In small groups, review pp. 373-374 in your textbooks. For each stage, have some discussion regarding group members' experiences in groups. Share stories and examples of what you have seen happen that would demonstrate the various DYNAMICS listed.



WHAT ARE EXAMPLES THAT WE SEE
IN GROUPS AND THAT YOU
DISCUSSED RELATED TO DYNAMICS?



Norms

ECOSYSTEM PERSPECTIVE

**STRENGTHS
PERSPECTIVE**

**CULTURAL
HUMILITY**

**ANTIOPPRESSIVE
PRACTICE**

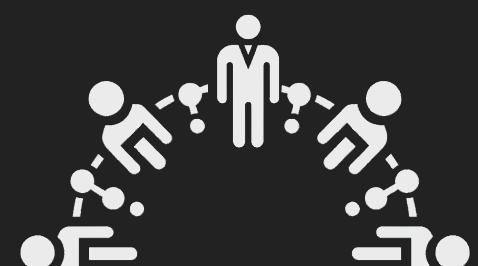
**TRAUMA-
INFORMED
PRACTICE**

**EVIDENCE-
INFORMED
PRACTICE**

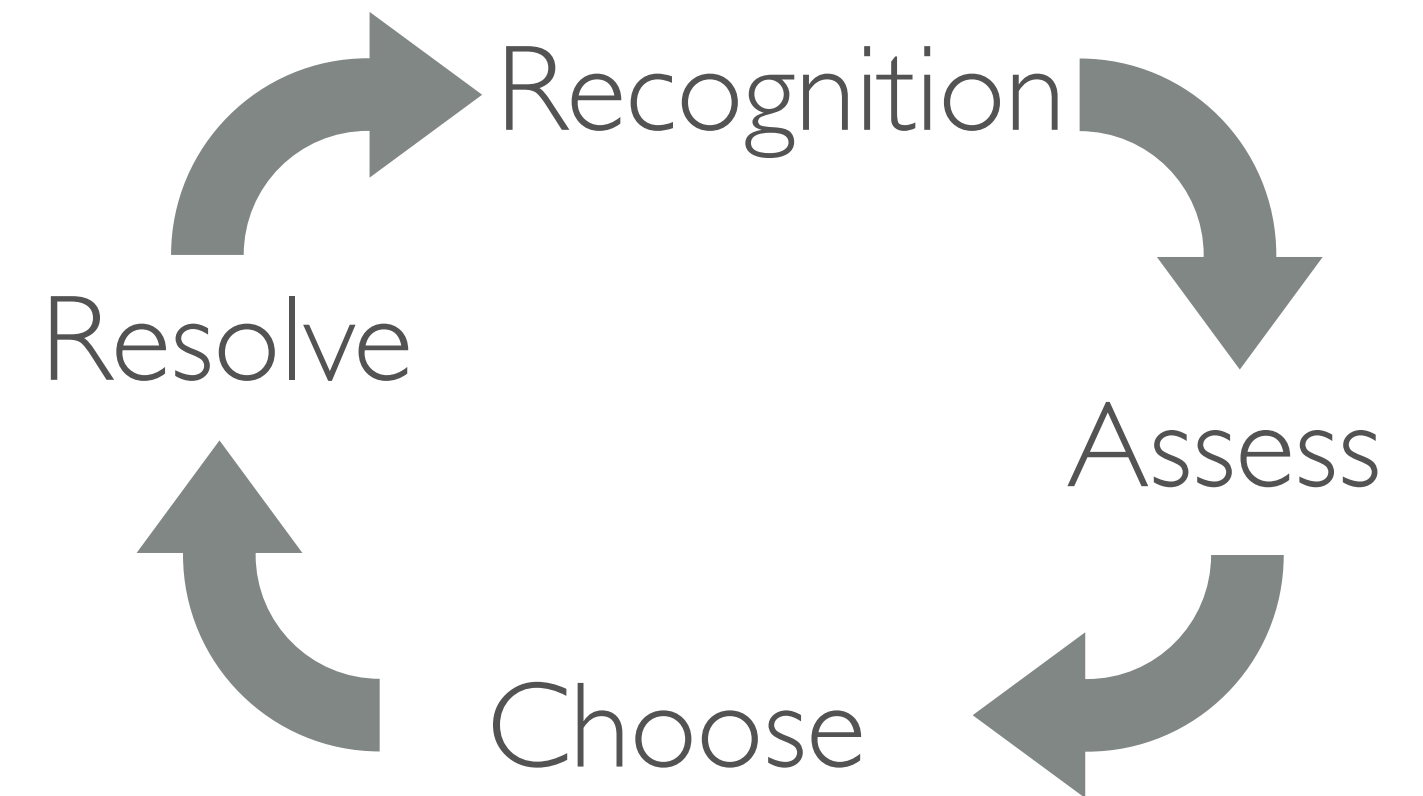
DIRECT PRACTICE

**ANALYZE NORMS THROUGH THE LENSES OF THE ORIENTING
FRAMEWORKS. IDENTIFY NORMS THAT STUDENTS MAY
WANT TO INFLUENCE BASED ON THEIR ANALYSIS.**

GROUP NORMS AND SOCIAL WORKER VALUES



CONFLICT RESOLUTION FOR TASK AND TREATMENT GROUPS



MODELING

EVOKING BEHAVIOR CHANGE

COACHING

**Observer
conditions
that improve
behavior will
be copied:**

- ▶ Attention level or awareness
- ▶ Retention of the modeled behavior
- ▶ Performing modeled behavior
- ▶ Motivation to perform the behavior



CONFRONTATION

Appropriate Confrontation

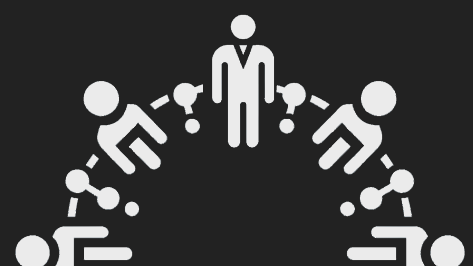
- The worker engaging in nonblaming type of confrontation
- Pointing out the discrepancy
- How it affects the worker, for example, by using “I” statements





**SOME
TIME TO
WORK
TOGETHER**

GROUP FACILITATION ACTIVITY

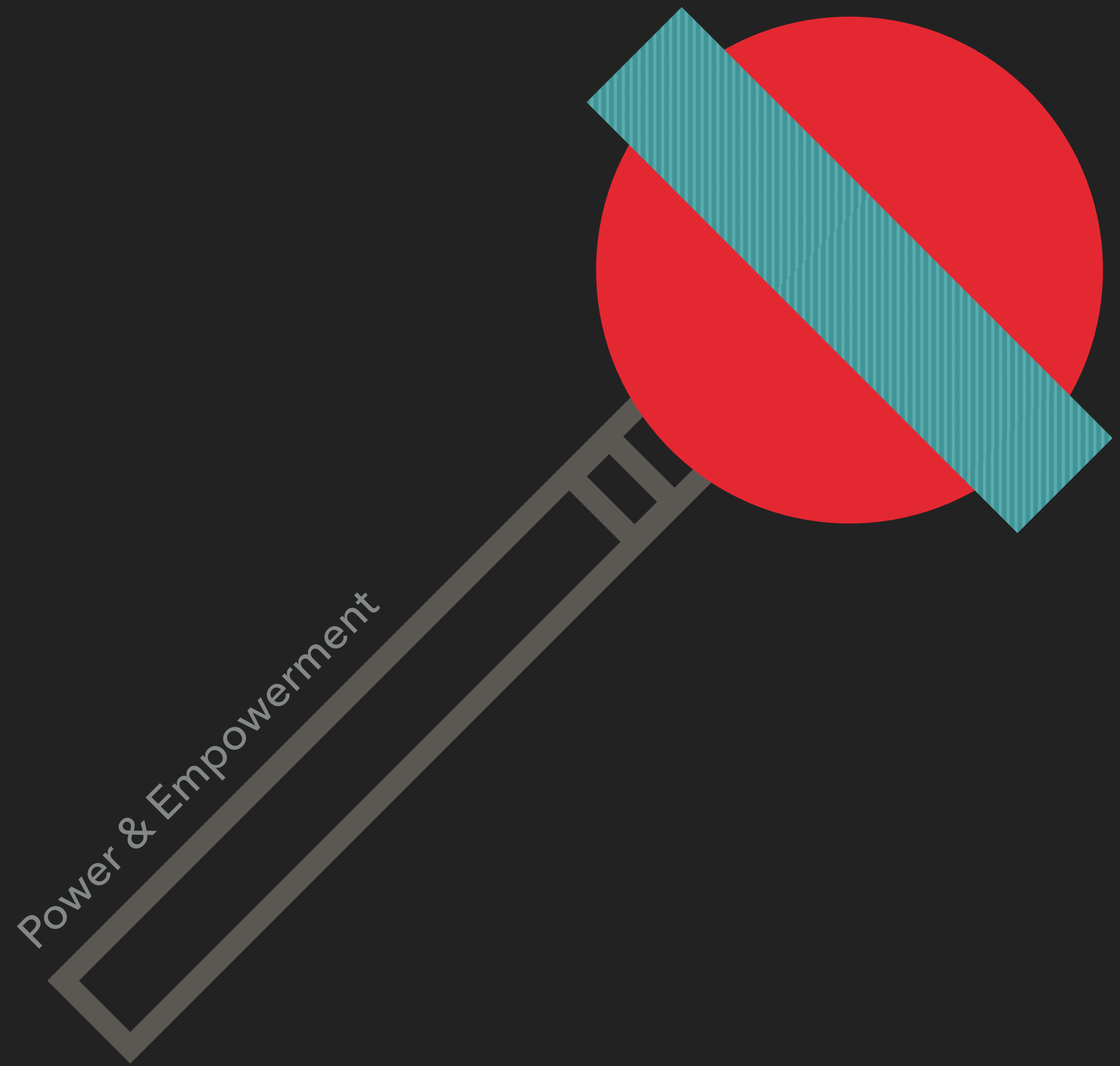


ACME
LABS

STEVEN SPIELBERG PRESENTS

PINKY and
the BRAIN

Pinky and
The Brain
Theme Song



WHAT WOULD YOU DO

\$1 MILLION

(Berks County Transition, 2012)



Jacob Campbell, Ph.D. LICSW
Heritage University

SOWK 487w
Spring 2025



EMPOWERMENT

WHAT IS IT?
WHY IT'S IMPORTANT?
HOW WE DO IT?

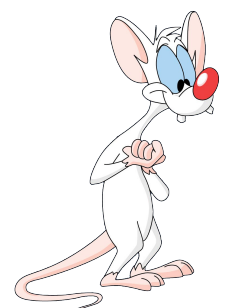
I AM NO BIRD; AND NO NET
ENSNARES ME: I AM A FREE
HUMAN BEING WITH AN
INDEPENDENT WILL



— Charlotte Brontë, *Jane Eyre*

PRINCIPALS OF EMPOWERMENT THEORY

1. All oppression should be fought
2. A systematic understanding of oppression must be maintained
3. People are capable of empowering themselves
4. People need to connect with others to work on empowerment
5. Clinician and the client share power



PRINCIPALS OF EMPOWERMENT THEORY

6. Client centered with the client being encouraged to tell own story & develop own goals
7. Client as "victor not victim"
8. Social change is goal, not symptom reduction.
9. Clinicians must examine how their practice may disempower clients
10. Clinician may need to be socially and politically active to address mezzo and macro needs [local, national, global issues]



STEP 1: SELF-EFFICACY

The first step in empowerment theory is the empowering of the client. This means helping them to gain self-efficacy. This can be done by the following:

- ▶ Skill building
- ▶ Gaining self-awareness
- ▶ Learning to navigate systems



STEP 2: CRITICAL CONSCIOUSNESS

The second step in empowerment theory is connecting the client to the "bigger picture." This means helping them to gain a critical consciousness about oppression and obstacles. Some examples of this are as follows:

- ▶ Identifying barriers
- ▶ Defining power
- ▶ Connecting the client to a group
- ▶ Letting them know they aren't alone



STEP 3: SOCIAL CHANGE

The third step in empowerment theory is creating more significant social change. The following are some possible ideas:

- ▶ Creating policy and or legal changes
- ▶ Having the client act as a mentor
- ▶ Connecting to another activity that allows them to make social change



INTERVENTION/COLLABORATIVE ACTION

PLANNING

CONSCIOUSNESS RAISING / CONSCIENTIZATION

SOCIAL / COLLECTIVE ACTION

EMBEDDEDNESS IN THE COMMUNITY



INTERVENTION/COLLABORATIVE ACTION



- ▶ Inclusive to all participants
- ▶ Clear understand purpose of the group
- ▶ Dual focus of group
- ▶ Involves risk
- ▶ Takes time

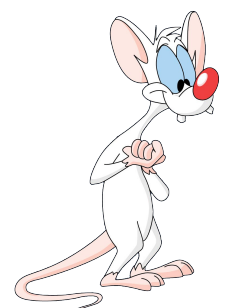


INTERVENTION/COLLABORATIVE ACTION

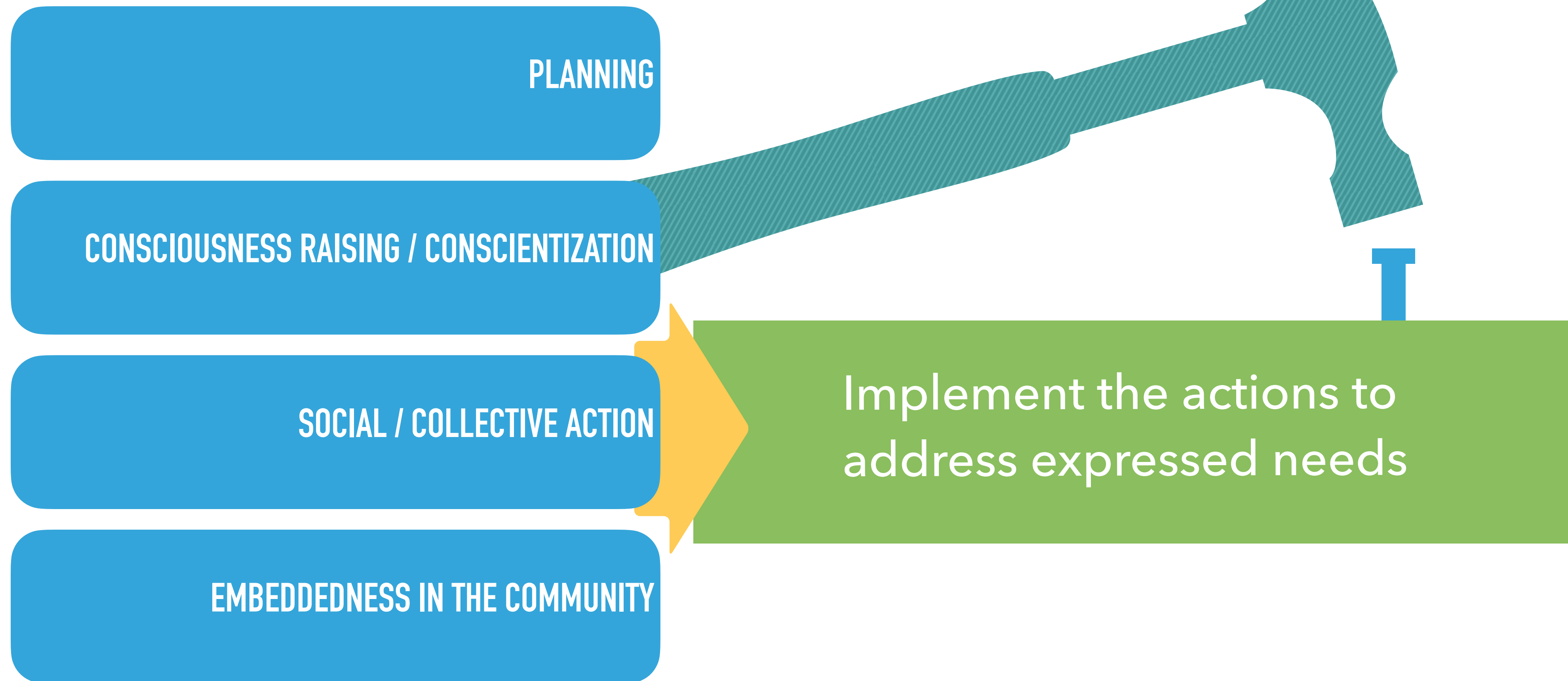


This is when the start of the collaborate action...

- ▶ Mutual aid model
- ▶ Developing actions to address needs expressed



INTERVENTION/COLLABORATIVE ACTION



INTERVENTION/COLLABORATIVE ACTION

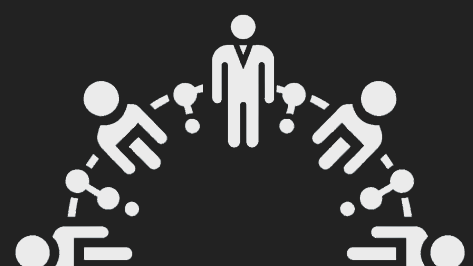


- ▶ Poststage portion of the group
- ▶ What does it look like when you are finished or end
- ▶ How do we consolidate changes made



TASKS IN THE EVENT OF AN ETHICAL DILEMMAS

- ▶ Identify ethical issues
- ▶ Determining appropriate help
- ▶ Thinking critically
- ▶ Managing conflict
- ▶ Planning and implementing decisions
- ▶ Evaluating and follow-up



WORK WITH GROUPS CASE EXAMPLES

Group 1

Pawlukewicz and Ondrus (2013) have a journal article, *Ethical dilemmas: The use of applied scenarios in the helping professions. Appendix A (at the end) has a set of numbered scenarios. Talk about the following: 3, 7, 9, 11, 17, 22, and 25.*

Group 2

Garland (2010) in her book, *The Groups Book Psychoanalytic Group Therapy: Principles and Practice*, has a number of vignettes. I've provided Vignette D: Verbal abuse. Read through the example and the discussion. What are thoughts that it brings up and considerations we should have?

Group 3

Goodrich and Luke (2015) in their book, *Group Counseling with LGBTQI Persons* provide a number of great case examples and discussions. An example about starting an empowerment group. Read through the example and the discussion. What are thoughts that it brings up and considerations we should have?



PRACTICE PLANNING GROUPS

SELECT A POPULATION

- ▶ People charged with domestic violence
- ▶ Middle school students with diabetes
- ▶ Teenage fathers
- ▶ Families of people with schizophrenia
- ▶ Elementary school children who have been exposed to family or community violence
- ▶ Parents and community members who wish to change a school policy on suspensions
- ▶ People newly admitted to an assisted living facility
- ▶ Seventh and eighth graders who have no friends
- ▶ Teens who want to start a Gay-Straight Alliance in their high school
- ▶ Premarital couples
- ▶ Widowers
- ▶ People concerned about bullying in a school

MAKE A PLAN



- The name you will give the group
- The type of group
- A one-sentence statement of purpose
- The size of the group
- The length, structure, and format
- The location where you will meet
- Important factors in group composition
- How you will recruit and screen members

